Concept Map Jigsaw

- Open the "Evolution Questions pdf" in notability

*Teams

* You will each be placed in a team.
* Each team has different readings, tasks and instructions.
* **Read and follow the instructions for <u>your team</u>.**
  * If you have questions you MUST ask 3 peers before you ask the teacher.
* Everyone needs to be on task and QUIET.

Reading Groups (ROYGBV)

These are teacher assigned and you may not opt of the groups!

Period 3 Groups

Team Violet

Elizabeth P Nabil Blake Erin

Team Blue

Savanna Zaina Sarai Victoria Ashley

Team Green

Nikolas Franklin Eddie Priya Jaden

Team Yellow

Jordan Maddie Cris Taya Dayanara

Team Orange

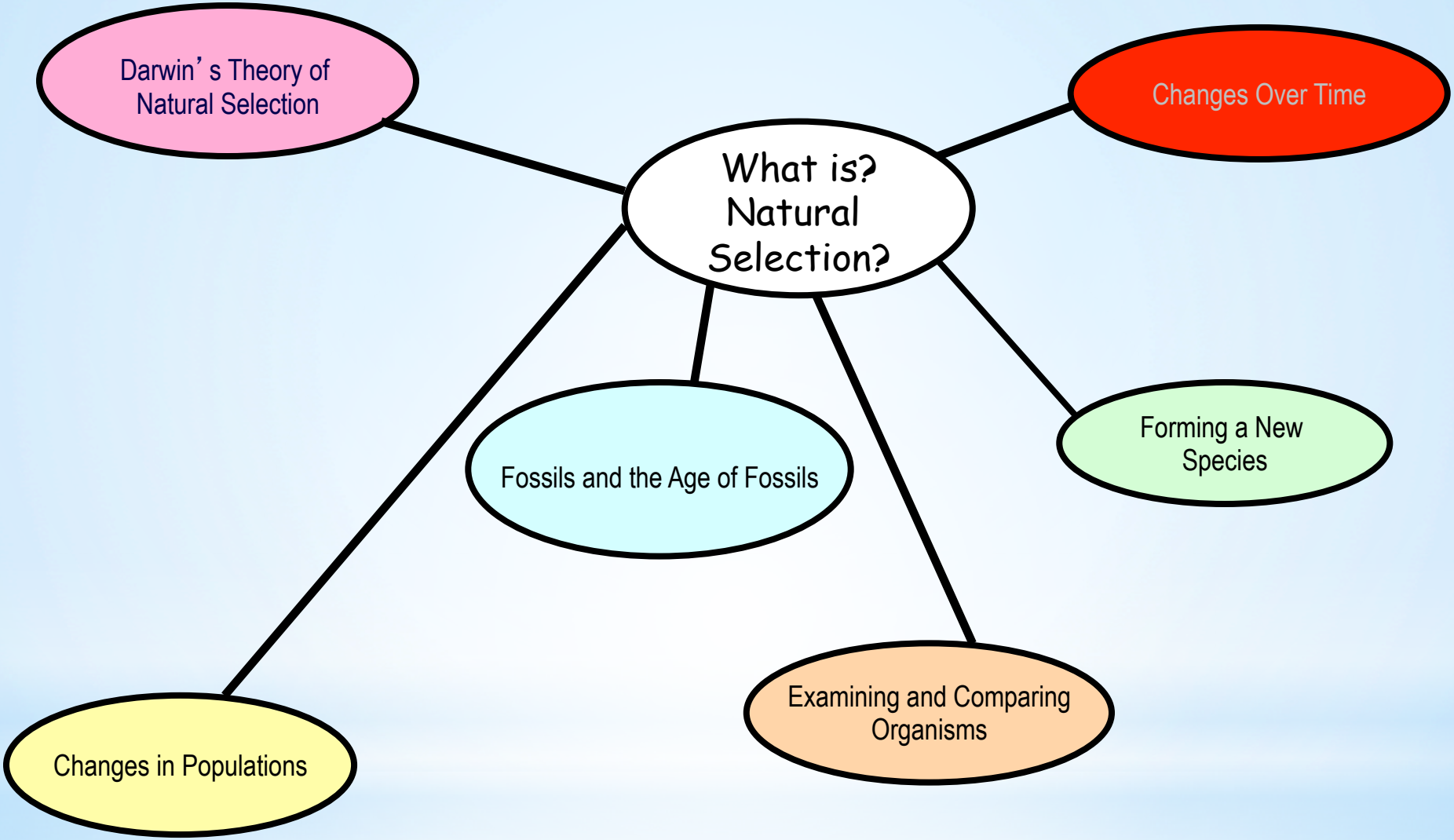
Corissa Elizabeth F. Melanie Sabrina Elma

Team Red

Ben K Paola John Lindsey Ben S

Concept Map

* Each group is responsible for creating a poster to represent their piece of a giant concept map.
* We will be putting these together (on the blue bulletin board) to make a giant map that looks something like…


What is? Natural Selection?
Darwin's Theory of Natural Selection
Changes Over Time
Fossils and the Age of Fossils
Forming a New Species
Examining and Comparing Organisms
Changes in Populations

*Red and Orange Team Directions:

1. EVERYONE must read the information on your assigned pages **independently**.
2. Answer the questions for your team color in notability.
3. Join your group to **work together** to design a poster representing your piece of our GIANT concept map.
   * Please record every person's name on the back.
4. Day 2: Present and teach your information to the class.

*Team Red: Natural Selection (page 178)

* Define "Natural Selection"
* Define and *explain* the 4 parts of natural selection
  * - Draw 4 large pictures to help us understand

*Team Orange: Forming a New Species (pages 166-167, 182-183)

- Define "Species"
- Define "Evolution"
- Describe the 3 stages that could lead to the formation of a new species?
  - - Create a short play or skit to help us understand

*Yellow and Green Team Directions:

1. **Find a partner in your group.**
2. **Take turns reading aloud** your assigned pages. (quietly please)
3. Answer the questions for your team color in notability.
4. Join your group to **work together** to design a poster representing your piece of our GIANT concept map.
   * Please record every person's name on the back.
5. Day 2: Present and teach your information to the class.

*Team Yellow: Changes in Populations (pages 166, 179-181)

* Define "Population"
* Define "Variation"
* Where does variation in a species come from?
* Describe 3 examples of things that can cause changes in populations?
  - - Act out all 3 without talking!
  - We will try to guess which one you are doing ☺

*Team Green:
Fossils and the Age of Fossils (pages 168, 194-195)

* Define "Fossil"
* Define "Fossil Record"
* Describe how fossils might be made
* Describe Relative and Absolute Dating, and explain which is more accurate
  * - Use each other to "show" us Relative vs. Absolute dating (think about age & birthdays)

*Blue and Violet Team Directions:

1. **Sit in a small circle** with your group.
2. **Take turns reading aloud** the information on your assigned pages. (quietly please)
3. While reading, stop when you get to an answer for your questions (for your team color), and write the answer in notability.
4. Design a poster together, representing your piece of our GIANT concept map.
   * Please record every person's name on the back.
5. Day 2: Present and teach your information to the class.

*Team Blue: Changes Over Time (pages 166, 169)

* Define "Adaptation" & give one example
* Define "Fitness" (see Mrs G for clues)
* How is the fossil record useful?
* Is the fossil Record complete and accurate? Why or why not?

*Team Violet: Comparing Organisms & Extinction (pages 170-172, 197)

* Why do scientists think that whale ancestors lived on land?
* What things can scientists look at to determine common ancestry?
* Define "extinct"

*Day 2 Setup

1. Go to our class wiki
2. Open Evolution Vocabulary Chart (4 column) in Notability
3. Complete as much as you can using the information presented by your classmates.